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ABSTRACT

California's Los Angeles Mission College received a grant to conduct activities to develop sites for home economics and lifespan/life management education. The activities focused on curriculum development and professional development workshops to prepare staff for the changing roles of educators, while emphasis was placed on activities that helped integrate vocational, academic, and Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. A statewide advisory committee was formed to discuss development strategies and high school, and university representatives were invited to staff development activities to help develop a seamless curriculum. Efforts have also been undertaken to promote gender equity in the caregiving field, utilize computer technologies to increase access, and publicize available scholarships for students. As a result of grant activities, recommendations were made to update the California Community College Home Economics Program Plan of 1992. In addition, the college's Lifespan/Life Management Intergenerational Care Provider curriculum has been recognized by the National Institute on Human Resources and Aging and has become a model for the state and the nation. Los Angeles Mission College is in the final approval process to be designated as a One-Step Training Center site, focusing on care providing as a training component for the unemployed. (KP)

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ED 384 366

Home Economics Education Lifespan/Life Management Developmental Sites.

FINAL REPORT

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Sylmar, CA

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Los Angeles Mission College
One of the nine Los Angeles Community Colleges

13356 Eldridge Avenue • Sylmar, CA 91342-3244 • (818) 364-7600 William E. Norlund, Ed.D. President

June 29, 1995

Dear Colleague,

The final report for the Home Economics Education Lifespan/Life Management Developmental Sites prepared for the California Community College Chancellor's Office is enclosed. The project was funded through a grant awarded to Los Angeles Mission College.

This report will give you an overview of staff development activities which are appropriate to the changing roles of educators and to establishing integrated curriculum models. It is hoped that you will share this material with your staff and place it where it can be of value to your faculty.

Sincerely,

Gayle Brosseau

Gayle Brosseau
Grant Coordinator

EXECUTIVE SUMMARY

Home Economics Education Lifespan/Life Management Developmental Sites
Grant Agreement Number 94-0152

A statewide advisory committee met to discuss strategies for curriculum improvement which prepare students for the workplace and for professional development workshops which prepare staff for the changing roles of educators. Emphasis was placed on activities that outlined methodology for the integration of vocational, academic and SCANS competencies. In order to promote a seamless curriculum, high school and university representatives were invited to participate in staff development activities at the college. The staff development activities had significant impact on the development of integrated curriculum and led to collaboration by vocational and academic faculty in the linking of their courses. Several integrated courses will be field tested during the 1995-96 school year. As a result of all grant activities, recommendations to update the California Community College Home Economics Program Plan 1992 were formulated and submitted.

The following professional development activities were presented to prepare staff for the changing roles of educators and for awareness of integrated curriculum models being used in community colleges: Teleconferences: 1) "All Aspects of the Industry: Bringing Industry into the Classroom," 2) "Creating 21st Century Learning Environments," 3) "Building Community Support to Shape Vocational Education Legislation and Funding," 4) "Quality of Life in the Electronic Village," 5) "Workforce Development Town Meeting - On Work and Learning in the 21st Century," and 6) "School-to-Work Transition: Educators' Roles;" Workshops: 1)"Models of Integration - Academic and Vocational Education," 2) "Academic/Vocational Integration Teams," and 3) "Internet 101."

Interest in the intergenerational care provider curriculum, which prepares individuals to become quality care providers, continues to spread throughout the State. The "Lifespan/Life Management Intergenerational Care Provider" curriculum was selected as one of fifteen programs nationally to be recognized as "Bright Ideas in Recruitment, Training and Management" by the National Institute on Human Resources and Aging. California's care provider curriculum was highlighted in the Fall, 1994 issue of Human Resources and Aging, a publication of Brookdale Center on Aging, Hunter College.

Los Angeles Mission College is in the final approval process to be designated as a One-Stop Training Center site. Our proposal targeted "care providing" as a training component for the Title III unemployed, which includes workers recently unemployed due to corporate downsizing.

FINAL REPORT
Grant Agreement Number 94-0152
Home Economics Education Lifespan/Life Management
Developmental Sites

OUTCOMES

A statewide advisory committee met to discuss strategies for curriculum improvement to prepare students for the workplace. Emphasis was placed on professional development activities that outlined methodology for the integration of vocational, academic and SCANS [1] competencies. In order to promote a seamless curriculum, high school and university representatives were invited to participate in staff development activities at the college. The staff development activities had significant impact on the development of integrated curriculum and led to collaboration by vocational and academic faculty in the linking of vocational and academic courses. These courses will be field tested during the 1995-96 school year. As a result of all grant activities, recommendations to update the California Community College Home Economics Program Plan 1992 were formulated and submitted.

Additionally, a critical issue addressed at the White House Conference on Aging was the education and certification of skills mastery for qualified care providers. California continues to take a proactive role in linking quality care to increased training requirements. Recently, California was recognized by Working Mother's magazine as one of the ten best states for quality care. Interest in the intergenerational care provider curriculum, which prepares individuals to become quality care providers, continues to spread throughout the State with Allan Hancock Community College in Santa Maria, Hartnell College in Salinas, and Monterey Peninsula College, in Monterey recently requesting information. Outlines were shared at the national conference of the American Society of Aging in Atlanta, Georgia this spring. Not only is this curriculum proving to be a state model, but a national one as well.

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[1] United States Department of Labor - Secretary's Commission on Achieving Necessary Skills (SCANS).

EXEMPLARY ASPECTS

The following activities were chosen as exemplary because of their significant influence beyond local boundaries and their impact at the statewide and national levels.

1. Nancy Dolton, industry representative on the Lifespan/Life Management advisory committee, was named by Governor Wilson to be delegate to the White House Conference on Aging held in Washington, D. C. on March 2-5, 1995. This was the fourth Conference on Aging in history and the last of this century. The theme of the conference was "America Now and Into the 21st Century: Generations Aging Together with Independence, Opportunity, and Dignity." More than 2,250 delegates from all fifty states and U.S. territories gathered to develop resolutions which will shape a national policy. Nancy Dolton was uniquely qualified to represent California because of her concurrent appointments to the California Community College Consumer Home Economics State Advisory Committee, the California White House Conference on Aging Steering Committee, and the California Area Agency on Aging Advisory Council. The following resolutions adopted at the 1995 White House Conference on Aging are highlighted here because of their relevance to this project: 1) support for caregivers, 2) ensuring adequate funding, education and training for providers of long-term care which includes home-based, community based, and institution care, and 3) requiring geriatric/gerontological education and training for physicians, health care providers, and caregivers.

   In addition to Nancy's accomplishments at the White House Conference on Aging, she was also instrumental in providing Senator Mary Jean O'Brien with information necessary to introduce a bill to the California Senate entitled, "Intergenerational Caregivers Education and Skills Development Training Opportunities." This bill promotes the community college as a training/education center for caregivers and recognizes the Intergenerational Care Provider curriculum that has been field tested and is currently in use.

2. Sandra Lampert was contacted by Congressman Howard Berman, U. S. House of Representatives to participate in a Senior Advisory Council. She also was appointed to the National Council on Aging advisory committee.

3. The "Lifespan/Life Management Intergenerational Care Provider" curriculum was selected as one of fifteen of the "Bright Ideas in Recruitment, Training and Management" by the National Institute on Human Resources and Aging. California's care provider curriculum was

highlighted in the Fall, 1994 issue of Human Resources and Aging, a publication of Brookdale Center on Aging, Hunter College.

4. Los Angeles Mission College (LAMC) is in the final approval process to be designated as a One-Stop Training Center site. LAMC submitted a proposal that targeted care providing to be included in the training program for the Title III unemployed, which includes workers recently unemployed due to corporate downsizing.

5. Professor Sandra Lampert established a scholarship fund for gerontology students. Students are eligible who have completed six units towards a Gerontology Certificate or Associate Degree and who plan to take at least six units the following semester. The successful scholarship campaign started by Professor Sandra Lampert resulted in two scholarship awards from the San Fernando Business Women. These awards were presented at the May 16, 1995 advisory committee meeting to Mandy Ortiz and Estela Leiva. The emotional response and gratitude of the scholarship recipients contributed to a pledge from the San Fernando Business Women to expand their scholarship contributions next year. Faculty are now motivated to ask for scholarship dollars for their programs.

6. An interdisciplinary team met to link academic and vocational courses, infuse curriculum with SCANS competencies, develop a collaborative strategy and select textbooks. Three pairs of linked courses will be piloted during the 1995-96 academic year:

   Food Production 101 (Intergenerational Care Provider certificate requirement) will be linked with Math 105 in the fall semester;

   Intergenerational Care Provider will be linked with Math 105 in the spring semester;

   Intergenerational Care Provider will be linked with English 28 in the spring semester.

In addition, a new science course, Food Chemistry, is presently being developed that will meet community college general education requirements.

Mathematics instructor, Sandy Mayo, will be a speaker in the Intergenerational Care Provider core course this fall in preparation for determining the linking strategies.

7. To expand on the partnership relationship with the California Department of Education, Los Angeles Mission College hosted the following competitions as part of the FHA-HERO annual state finals on April 2, 1995: child development, consumer education, nutrition education, commercial food preparation, energy and resource conservation, chapter manual, community involvement, creed recital, fashion design, interior design, job application and interview. Over four hundred students from all over California competed in the seventeen different FHA-HERO competitive recognition categories.

MIS DATA

Student Data

This grant was a Title II-A leadership grant and did not directly involve students; but statewide data from the 1993-94 Vocational Core Standards and Measures reports listed on the Cerritos Server June 20, 1995 (http://gopher.cerritos.edu) indicated that 94.6% of the 708 reported students receiving their vocational degrees in Consumer Education and Home Economics were females compared to 5.4% males. In the vocational certificate category, male completers were 8.86% and female completers were 91%. It was interesting to note that in the vocational certificate report regarding cooperative education only Education (11.5%) and Fine/Applied Arts (8.77%) had a higher percentage involved in cooperative education compared to Consumer Education and Home Economics (8.69%).

A report presented at the Chancellor's Office, California Community Colleges MIS and Special Projects Information Workshop held on February 7, 1995 in Newport Beach (Vatea 1993/94 Performance Report - data source: MIS Teradata Database-run 12/5/94) showed different totals for vocational degree completer counts by program than those from the Cerritos Server for the VATEA 1993/94 Performance Report. On the report prepared for the February 7 meeting in Newport Beach only 669 students were shown to have completed a vocational degree in Consumer Education and Home Economics (CE/HE) compared to 708 listed on the Cerritos Server. Another discrepancy in totals was that 1,064 vocational certificate completers (CE/HE) were listed on the report prepared for the Newport Beach workshop compared to 1,151 vocational certificate completers listed on the Cerritos Server.

It is the recommendation of this committee that this data continue to be collected and available on-line through the Cerritos Server. The reports will grow in use as the data collection procedures become consistent and all colleges report data in a timely manner according to the guidelines.

GENDER EQUITY/
SUPPLEMENTARY
SERVICES

Gender Equity

To create gender balance in the caregiving field, our career counselor is providing career awareness regarding the lucrative positions in this industry. The Employment Development Department projects tremendous job growth for care-providers. It is anticipated that entrepreneurial and management positions in the care-provider industry will increase male participation in the consumer education and home economic programs. It is suggested that colleges develop strategic plans to recruit more males and increase access and retention of underserved and special populations.

Several components which should be included in recruitment plans are: 1) work with Tech-Prep or School-to-Career partners to start career counseling and preliminary career selection no later than eleventh grade, 2) showcase specific job descriptions and the related job categories which emphasize the interrelation of "all aspects of the industry," 3) extend the high school career academies into the community college whenever possible through the concept of "learning communities," where students enroll in a prescribed sequence of courses and complete the program as a cohort group.

Computer Technologies Increase Access

Computer technologies have the potential to increase access to training. The CAVIX electronic bulletin board facilitates the sharing of information concerning training programs within the California Community Colleges. The CAVIX system is available to interested individuals. It particularly meets the needs of special populations because it can be accessed from home computers. As computer systems for special populations become common place, obtaining information electronically will increase access to higher education for all individuals with the capability and motivation to learn.

Scholarships Increase Access

Scholarships provide finances to pay for college costs; therefore, a strategy should be in place to promote and encourage students to apply for a variety of scholarships. Besides posting the scholarship information in student areas, Los Angeles Mission College lists scholarship information in the weekly president's bulletin, thus making staff aware of the resources that are available to their students. The following are

examples that are of particular interest to Home Economics students in the Los Angeles Community College district: 1) the California Community College Students in Home Economics ($500) Scholarship and 2) Essie Elliott Undergraduate Scholarship ($1,000). Full-time or part-time (6 units or more) Family and Consumer Studies/Child Development majors or certificate program students are eligible. Other examples are the California Adolescent Nutrition and Fitness Program ($500) for minority students, and the Orville Redenbacher's Second Start Program offers twenty-five $1,000 scholarships for students age 30 or older enrolled or planning to enroll in an accredited college or university.

ACADEMIC, VOCATIONAL AND SCANS INTEGRATION

The advisory committee met to determine how industry standards could be infused into the home economics curriculum. A subcommittee then met to review course outlines with the instructors in the programs to determine if the SCANS competencies were integral to the lesson designs of the curriculum.

To further integrate academics and vocational competencies, courses were identified and linked, Mathematics 105 and Food Production 101 (required course for the Intergenerational Care Provider Certificate). Two additional courses are being developed as models of integration. English 28 will be linked with the Intergenerational Care Provider Core Course and a Food Chemistry class will be developed that will fulfill the standards for a general education science requirement. The instructors met to jointly plan the coordination of this pilot and to include the competencies identified by the SCANS report. A text book was selected for Food Production 101, entitled, "Math Principles for Food Service Occupations," by Robert G. Haines. This book was purchased through Delmast Publishers contact Jill Downey at 2446 Mohawk Street, Apt. 9, Pasadena, CA 91107 phone 818-854-1690. A workbook, entitled "Math Workbook for Foodservice/Lodging" by Milton McDowell and Hollie Crawford published by Van Nostrand Reinhold is also suggested.

STAFF DEVELOPMENT SESSIONS

1) TELECONFERENCES

1.1) Teleconference - "All Aspects of the Industry: Bringing Industry into the Classroom," was sponsored by the National Center for Research in Vocational Education and University of California at Berkeley. The

Perkins Act emphasizes providing students with strong experience, in and understanding of, "All Aspects of the Industry" that students are preparing to enter. This teleconference explored the roles that "All Aspects of the Industry" has in restructuring secondary and postsecondary education. The conference examined models for implementation and discussed strategies to incorporate this concept. A tape of this teleconference (Item reference number MDS-839) may be ordered on a cost recovery basis from:

NCRVE Materials Distribution Center
Western Illinois University
46 Horrabin Hall
Macomb, Illinois 61455
Phone 1-800-637-7652

1.2) Teleconference - "Creating 21st Century Learning Environments," produced by De Anza College Television Center and was sponsored by De Anza College Television Community College Satellite Network League for Innovation in the Community College. The goal of this teleconference was to acquaint participants with some of the current thinking about the direction of teacning and learning and the institutional structure that supports it. The trend is for learner centered institutions. The task is to produce "learners" rather than "students." In a world where we can no longer be expected to know even a tiny fraction of the knowledge being generated, it is imperative for educators to understand their changing role - a facilitator of learning environments. This broader role of the educator must be recognized.

1.3) Teleconference - "Building Community Support to Shape Vocational Education Legislation and Funding" presented by the National Association of State Directors of Vocational Technical Education Consortium, American Vocational Association, and American Association of Community Colleges. The major theme of this teleconference was for educators to become proactive in influencing legislation by letting their voices be heard. The new Congress is examining every dollar in the budget and asking whether it is truly a worthwhile investment. Often they do not understand the role vocational education funding plays in Americans getting and keeping jobs they want.

By keeping abreast of current legislative action, educators are better positioned to create a local action plan which can be used to show legislators the results of federal spending for vocational education.

Strategies include contacting members of Congress through personal visits to their district offices, letters, electronic mail, telephone calls, and fax. It is important to share statistics, supportive materials, case studies and testimonials from students, taxpayers, and employers. Educators should create a telephone tree\fax tree to share information and to respond to legislative action quickly. Success in this endeavor is directly related to the success with which it is communicated; therefore, it is imperative to include the media in your communication plan as well.

1.4) Teleconference - "Quality of Life in the Electronic Village," produced by Virginia Polytechnic Institute and State University, 354 Lane Hall, Blacksburg, VA 24061-0227 phone (703) 231-4216 was supported by two grants, "The Choices and Challenges Project" and a grant from the National Endowment for the Humanities. The PBS Adult Learning Satellite Service distributed this 160-minute program which addresses the issues of how the expansion of computer network technologies will significantly alter traditional patterns of human existence. Electronic villages are already possible because of a telecommunications infrastructure that exists through world-wide "internet" connections creating new forms of information exchange. This conference examined the social and ethical repercussions of the changes in work, study, and personal interactions.

The Choices and Challenges project is an effort to allow the humanistic components of science and technology to be identified and studied. Panelist in this teleconference posed questions such as: "What will be the consequences for education, the work-place, government, health care and social interaction?"; "How will we balance increased access to information with the need for privacy?"; and "What vehicle will be best suited to provide access to information for individuals who lack the resources to participate."

Virginia Tech serves as one of the country's pilot "electronic villages," designed to provide information to the rest of the nation about the evolution of these villages.

1.5) Teleconference, "Workforce Development Town Meeting - On Work and Learning in the 21st Century" presented by Workforce Development Town Meeting 1201 New York Avenue NW Suite 700 Washington, DC 20005. Maureen Bozell at the National Alliance of Business was the teleconference contact at (202) 289-1303 or (202) 289-2875. This teleconference was a collaboration among the American Association of Community Colleges, the National Alliance of Business, MCI

Communications Corporation and the U.S. Chamber of Commerce's Center for Workforce Preparation. The focus of this ninety minute presentation was how skill standards are working together with the national education goals and school-to-work programs to meet the demands of the 21st century.

Skill standards are performance qualifications that identify knowledge, skills and experience an individual needs to be successful in the workplace. They help provide workers with credentials that build employment security where job security no longer exists.

The globally competitive society of the 21st century requires continuous learning, without regard to location. The purpose of the town meeting series is to help communities collaborate on strategies that prepare future workers.

1.6) Teleconference, "School-to-Work Transition: Educators' Roles," sponsored by National Center for Research in Vocational Education/University of California at Berkeley showed how work-site learning is a key component in this initiative. Contact Susan Faulkner at 800-762-4093 for additional information. The School-to-Work initiative is similar to Tech-Prep except that it emphasizes a work-site learning component and connecting activities to the classroom learning.

2) WORKSHOPS ON INTEGRATING, ACADEMIC, VOCATIONAL AND SCANS COMPETENCIES

2.1) Workshop - "Models of Integration...Academic and Vocational Education" was presented by Terrie Teegarden at the 1994 fall conference of the California Community College - Association for Occupational Education (CCCAOE). Examples of how applied mathematics is taught at the community college level were explained. As a result of meeting Terrie at the CCCAOE conference, she presented a workshop at Los Angeles Mission College. For additional information contact Terrie Teegarden math instructor at:

San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111-4998
Phone 1-619-627-2974

Terrie Teegarden has an exemplary program entitled, "Empowering Mathematics Programs." Some of the characteristics of her program are: 1) all students fully participate, 2) students take responsibility for their

learning, 3) teachers are facilitators of learning, 4) students use manipulatives, calculators and computers, 5) students frequently work together sharing and discussing ideas, 6) students frequently reflect their thinking, orally and in writing, 7) assessment is integrated into instruction; it focuses on what students understand, and 8) program develops students' positive disposition towards mathematics.

The emphasis of Terrie's presentation was not only integrating vocational and academic competencies into curriculum, but applying the knowledge within the curriculum. Applied academics is a set of curriculum, resource materials and instructional strategies based on the theory that increased learning occurs through the integration of theory and application related to the world of work. It includes key academic subjects of math, science, and communications; has rigorous course content; and implements real-life applications.

2.2) Workshop - "Academic/Vocational Integration Teams" was presented by Pierce College Faculty and showcased five integration teams. A team consisted of a pairing of vocational faculty and academic faculty to enhance course content through collaboration. For additional information contact Phil Stein, Dean of Academic Affairs - Vocational/Technical Education at:

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
Phone (818) 719-6443

Instructors shared how they integrated their academic and vocational courses. Five teams presented their integration models: 1) Business Administration (David Braun) and Speech (Jim Lagerstrom), 2) Photography (Tom Kramer) and Journalism (Mike Conner), 3) Biology (Jim Rikel) and Horse Science (Lynn Wechsler), 4) French (Scarlett Gani) and Business Administration (David Braun), and 5) Speech (Jim Lagerstrom) and Computerized Numerical Control (Ron Smetzer).

1) Business Administration and Speech - The infusion/linked model of integrated curriculum was used by adding "persuasive speech" assignments and guest speakers into the Principles of Selling course in Business Administration Curricula.

2) Photography and Journalism - The infusion/linked model was used in this team approach. The journalism and photography students collaborated to produce a computerized layout for the campus publication.

3) Biology and Horse Science - This is a linked course model where students received one unit of credit for each of the two linked courses. There is a lecture component for each course and one four-day field course. The course, " Horseback Riding Laboratory, is CSU transferable. The course, Natural History and Field Biology IIC is both UC and CSU transferable. Concurrent enrollment in these two courses is mandatory.

4) Business Administration and French - This is a linked and infusion model. Concurrent enrollment in International Business is recommended for students enrolled in Practical French for Business. Cultural differences are explored in conjunction with acquisition of French business vocabulary and expressions. The subject matter is coordinated between the instructors of both classes. Similar topics are introduced along the same timeline and field trips and guest speakers are collaborately planned.

5) Speech and Computerized Numerical Control - This is a multi-disciplinary approach were a new course was adapted in a multi-disciplinary context. It involved course development by both academic and vocational faculty members. Speech requirements are integral to the technical aspects of this course. It is an Associate of Arts degree applicable course.

2.3) Workshop - "Internet 101" presented by Douglas Brantley Cerritos College 11110 Alondra Blvd. Norwalk, CA 90650 (310) 860-2451 x 2162 brantley@cerritos.edu was funded from the Statewide Information Server Project through the State Chancellor's Office.

Douglas Brantley, Programming Services Facilitator of Cerritos College, presented two workshops about the internet. The workshop was well received by the administration, staff and students who attended. The first session answered many infrastructure questions for internet use. The second session addressed how to use the internet in the classroom.

Individuals have access to research and library services, commercial services, government resources, course specific information, supplemental materials, electronic books, art and music libraries; but the single greatest resource on the Internet is people.

2.4) International Student/Faculty Exchange with Barnsley College and Los Angeles Mission faculty.

In October 1994 visiting faculty from Barnsley College in England spent

several days with the faculty of Los Angeles Mission College (LAMC). Professor Lampert gave Mike Brown, Director of Social Sciences and Caring Department at Barnsley College, a tour of Los Angeles Mission College and orientation to the intergenerational curriculum. Mr. Brown indicated that there is nothing comparable in England to the intergenerational studies at LAMC. As a result of that successful cultural exchange a team from LAMC visited Barnsley College in England in June 1995. Faculty from the Netherlands, Scotland, America and England came together to share program ideas. Arrangements are underway not only for faculty exchanges, but for student exchanges as well. It is important for our students to understand programs globally. The mutual benefits derived from such educational and cultural exchange programs is significant. The contact person at Barnsley College is Jan Dominey, Old Mill Lane Site, Church Street, Barnsley College, Barnsley, South Yorkshire S70 2AX England - Telephone 0226 730191 and FAX 0226 298514

3.0) RESEARCH ON INTEGRATION

3.1) Research - "Integration Models - Postsecondary Examples" by Grubb and Kraskouskas, 1992. A Time to Every Purpose: Integrating Occupational and Academic Education in Community and Technical Institutes, National Center for Research in Vocational Education (800) 637-7652.

3.2) Research - "The Cunning Hand, the Cultured Mind - Models for Integrating Vocational and Academic Education" by Grubb, Davis, and Lum, 1991. National Center for Research in Vocational Education (800) 637-7652.

3.3) Research - Los Angeles Mission College faculty conducted individual research to enhance and collaborate on linking academic and vocational courses. Contact Sandra Lampert, LAMC, at 818 364-7696.

DISSEMINATION ACTIVITIES

Presentations to disseminate grant information were made at: 1) the Joining Older and Younger (JOY) Center as part of the U.C.L.A. panel discussion on intergenerational issues, 2) the California Community College - Administrators of Occupational Education fall conference, 3) the California Home Economics Association in Pomona, California where Dr. Gerry Luethy, California State University, Northridge and Professor Lampert presented the intergenerational transfer program to the high school and college instructors that attended this event, 4) Just Right Help, Inc., a non-profit community based home care registry which will be a

partner in student placement and conduct interview workshops to allow students an "authentic" interview scenario, and 5) Monroe High School Intergenerational Center to promote the seamless curriculum.

CURRICULUM REVIEW

Eleven courses were reviewed to integrate vocational, academic and SCANS competencies. No new courses were developed, although a Food Chemistry course is proposed. No courses were dropped; but substitutions of courses in certificate programs were made due to the budget crisis that exists at LAMC and most community colleges throughout the State.

The following courses were revised as follows:

1) In-home Elder Care: (FCS 38)

Added a math component which covers home math principles. Mathematics instructor participated in the development of this component.

2) Training for Gerontological Services (FCS 37)

Enhanced lesson plans by adding communication skills components which address the concept of communicating using technology such as FAX machines, modems, E-mail and the Internet to show how administrators of residential care faculties for the elderly and caregivers can use these skills to communicate with family members or how caregivers could work from home and still provide quality care.

3) Intergenerational Care Provider (FCS 39)

In the summer of 1994 a change was made to restrict students from enrolling in only one module, because enrollments in the CPR/First Aid component were out of proportion with the other modules. The course became a five unit course. Also, the sequence of the core course was changed to the following: Module 1-Introduction, Module 2-Practicum, Module 3-CPR/First Aid, Module 4-Business of Caregiving and Module 5-Human Development.

With the establishment of the ONE STOP CENTER it was decided that the Intergenerational Care Provider core course would continue to be a five unit class, but that enrollment would be opened at the beginning of each module to provide flexibility in order to accommodate the ONE-STOP participants who must complete all training and be placed on a job within one year.

4) Internship (FCS 108)

Substitute Internship (FCS 108) to replace Cooperative Education in the Intergenerational Care Provider Certificate program because students would be more likely to be placed if the positions were unpaid internship positions compared to paid positions through the cooperative education program.

5) Food Production I

Integrate this course with Math 105. The academic and vocational faculty will work together to coordinate lessons.

6) Family Relationships (FCS 30)

Marriage and Family (FCS 31) is now substituted for Family Relationships in the Gerontology Certificate because of budget constraints. This has proved to be an appropriate substitution.

7) Development of Community Projects (FCS 70)

Directed study has been substituted for Development of Community Projects in the Intergenerational Certificate Program due to budget constraints. The directed study is focused on community projects and has proved to be an appropriate substitution.

8) Mathematics 105

This class is linked with the Intergenerational Care Provider (FCS39). A new text book and workbook were selected for this course.

9) English 28

This class is linked with Intergenerational Care Provider certificate courses. Faculty collaborated and will continue to prepare this course for field testing in the spring semester 1996.

10) Child Development I

No changes were made.

11) Child Development 60

No changes were made.

LIFESPAN/LIFE MANAGEMENT
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June 27, 1995

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